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ABSTRACT

Procedural descriptions, guidelines, and exercises are provided for use by Sinclair Community College (SCC) students in the compilation of personal portfolios which document learning through non-scholastic experiences and serve as formal applications for college credit in recognition of those experiences. The guidebook first discusses the Portfolio Development course offered by SCC as an aid to students and explains conditions for enrollment, expected course outcomes, the portfolio components, SCC's lifelong learning philosophy, the college's policy on awarding credit, and the personal insights that can be gained through portfolio development. The bulk of the guidebook describes five portfolio components and provides exercises in their development. These components are: (1) an outline of important events in the student's life; (2) a goals paper which delineates personal, career, and educational objectives; (3) a year-by-year record of experiences from high school graduation to the present; (4) a narrative describing out-of-college learning experiences and the competencies gained through them; and (5) the required documentation for each learning experience. Finally, the guidebook discusses the organization of these components within the portfolio and outlines the way in which the portfolio is used as a basis for the decision to grant or deny credit. (JP)

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A STUDENT GUIDE TO RECEIVING CREDIT FOR LIFELONG LEARNING, VOLUME I

SINCLAIR COMMUNITY COLLEGE, DAYTON, OHIO.

U.S. DEPARTMENT OF EDUCATION
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 810 015

Congratulations!

All of us in the Experience Based Education Department are pleased that you have decided to do a portfolio. We believe you will find the portfolio development process a very rewarding one on a number of levels.

Our role is to aid you in the process so if you have any problems with any phase of the portfolio preparation or evaluation process, please contact me. You can write to me or telephone me at 226-2800.

Sincerely,

Barry Heermann

Barry Heermann
Project Director
Experience Based Education

A STUDENT GUIDE TO RECEIVING CREDIT FOR LIFELONG LEARNING

Volume I

TABLE OF CONTENTS

	PAGE
The Portfolio Development Course Context	1
The Life History Paper	19
The Goals Paper	33
The Chronological Record	45
The Core of the Portfolio - Narrative of Competencies	48
Column 1 - Description of Experiences	57
Column 2 - Learning from Experience	58
Column 3 - Documentation	63
Documentation	64
Assembling the Portfolio	77
The Evaluation of the Portfolio	80
Summary of Process	87
Appendix - Examples of Narrative and Documentation (optional)	see Volume II

CHARTS, EXAMPLES, AND WORKSHEETS

	PAGE
PROCEDURES FOR RECEIVING CREDIT FOR LIFELONG LEARNING (Flowchart)	6
DEPARTMENTAL POLICIES REGARDING INTERNSHIP CREDIT	15
LIFE TRANSITION WORKSHEET #1	21
LIFE TRANSITION WORKSHEET #2	25
EXAMPLE - LIFE HISTORY	30
GOALS PAPER WORKSHEET #1 - WHAT DO YOU VALUE?	37
GOALS PAPER WORKSHEET #2 - CHECKLIST	39
EXAMPLE - GOALS PAPER #1	41
EXAMPLE - GOALS PAPER #2	43
EXAMPLE - CHRONOLOGICAL RECORD	46
LEARNING IDENTIFICATION WORKSHEET EXAMPLE	50
LEARNING IDENTIFICATION WORKSHEET	52
COMPETENCY LIST WORKSHEET	56
EXAMPLES - LEARNING/COURSE OUTCOME RELATIONSHIP	62
EXAMPLE - ACCEPTABLE VERIFICATION LETTER	65
EXAMPLE - UNACCEPTABLE RECOMMENDATION LETTER	67
EXAMPLE - REQUEST FOR VERIFICATION LETTER	69
EXAMPLE - BACKGROUND SHEET, REQUEST FOR VERIFICATION	70
EVIDENCE CONTINUUM	74
EXAMPLE - COVER LETTER	79
GUIDELINES FOR FILING GRIEVANCE - DIRECT COURSE EVALUATION	85
GUIDELINES FOR FILING GRIEVANCE - INTERNSHIP EVALUATION	86
SUMMARY OF PROCESS	87
APPENDIX - EXAMPLES OF NARRATIVE AND DOCUMENTATION (optional)	see Volume II

THE PORTFOLIO DEVELOPMENT COURSE CONTEXT

Portfolio Development is a happening . . . it is an experience unique to each person in the course. Through the experience of developing your own personalized portfolio of prior learning, you will undergo a powerful personal awakening, renewing your appreciation for who you are and for what your potential is.

Learning acquired through non-college experiences prior to entering or returning to college is frequently called prior experiential learning. For many persons it is learning which is critical to personal development and/or work competency. The portfolio is the formal written communication which defines and documents this learning and requests college recognition (i.e., credit hours).

Sinclair Community College can evaluate and credit college equivalent learning from prior experience upon completion of the "portfolio development" process. This process is for persons who have prior learning which can't be easily measured through CLEP or proficiency exams.* If you have significant prior learning from working or volunteering (minimally five years), reading books and journals, attending conferences, workshops, or in-service training programs, or from instruction through correspondence schools, post-secondary adult schools, or continuing education programs, you can have this learning evaluated through the portfolio mechanism.

In this first section of the Guide to Portfolio Development course a number of "nuts and bolts" questions about the process will be dealt with:

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*Please contact the Dean of Student Services (room 6131) for information about "paper and pencil" tests (i.e., CLEP or proficiency tests).

A. You will learn of the conditions for enrollment, the steps involved in the role of the portfolio preparation/evaluation process, and the resource faculty person who will work with you.

B. The expected outcomes for the course will be discussed and clarified.

C. You will also find out exactly what a "portfolio" is and what goes into it.

D. The course schedule including activities to achieve the objectives for the course will be set forth.

E. The many purposes of the portfolio, which is the primary vehicle for the product you'll develop in the course, will be defined.

F. Finally the notion of lifelong learning, prior experiential learning, and credit will be clarified.

Your final evaluation for this course will take into account your achievement of the course objectives listed in this Guide, your responses in class to the Questions for Discussion, and the quality and completeness of your Life History, Chronological Record, Goals Paper, and, especially, the "competencies" you develop: your articulation and documentation of your own prior learning. Note: successful completion of the course in no way should be interpreted as meaning that the content of your learning is college-equivalent (i.e. worthy of academic recognition beyond this course); only approved Sinclair College faculty evaluators can make that judgement.

- How Do I Enroll?
- What is the Role of the Resource Faculty Person?
- What are the Various Steps in the Portfolio Development/ Evaluation Process?

Enrollment in the Portfolio Development course should take place very early in your academic program. Participation is conditional upon your ability to write clearly and concisely*, and the payment of Sinclair College tuition for the course, EBE 100, and an administrative fee of $15. This fee helps reimburse the college for the extensive extra paperwork and personnel hours that the preparation and evaluation of your portfolio will generate.

Upon enrollment in the Portfolio Development course, EBE 100, you will attend classes facilitated by a resource faculty person. This person will assist you in all phases of this course.

During the course, the portfolio resource faculty person will provide you with technical assistance, support, and direction in the development of the portfolio. Your portfolio must ultimately be approved by the resource faculty person in order to successfully complete this course. (NOTE: Some students are able to complete their portfolios in one quarter; but many students require more time, necessitating the reassignment of the resource faculty person, and payment of an additional tuition fee via enrollment in EBE 200 for three credits, during regular registration.)

Enrollment in the Portfolio Development course entitles you to the following educational services and interaction with the faculty resource person within an eleven-week quarter:

---

*Clear, concise writing is essential to an effective presentation of your learning. Enrollment in a basic English course is advisable if you have doubts about your writing skills.

1) weekly classroom sessions during the first through ninth weeks of the quarter (mandatory attendance, unless special terms are arranged with your resource faculty person);
2) individual sessions with your resource faculty person from the seventh through ninth weeks of the quarter (to be scheduled with your portfolio resource faculty person as necessary); and
3) telephone counseling for special assistance on any phase of the development of your portfolio.

With the help of your portfolio faculty resource person and other Experience Based Education staff members, you will progress through the following steps in the portfolio development process:

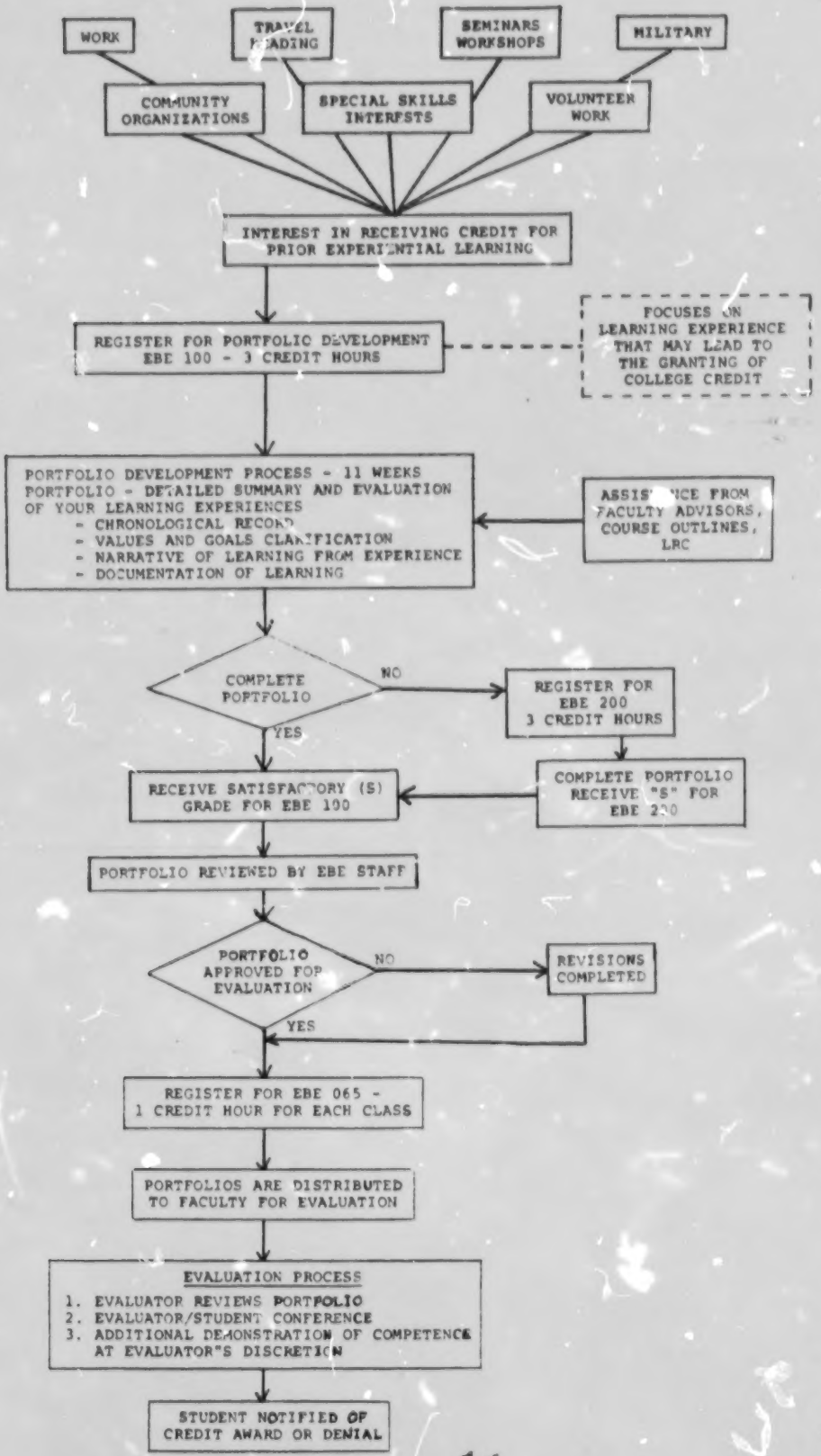
1) You enroll in the Portfolio Development class, which is offered at a convenient time and place.
2) Through a series of exercises, you reflect on your life and prepare a life history paper.
3) You clarify your educational, career, and personal objectives in the light of past growth/experiences, and develop a short chronological record of experiences.
4) With the assistance of the portfolio faculty resource person, you specify the college-level learning you have acquired through non-classroom sources.
5) You document the college-level learning claimed.
6) You complete the portfolio, which includes a statement of educational, career, and personal objectives, a chronological record, a clarification of experiences and related learning, and supportive documentation. The portfolio

shows how the learning cited is related to particular courses or competencies. Your request for credit hours commensurate with your learning also is included.

7) The portfolio is evaluated by individual teachers for internship credit and for direct course credit.
8) You are awarded credit commensurate with learning.

This step-by-step process is illustrated in the flow-chart on the following page.

PROCEDURES FOR RECEIVING CREDIT FOR LIFELONG LEARNING


WORK
TRAVEL
READING
SEMINARS
WORKSHOPS
MILITARY
COMMUNITY
ORGANIZATIONS
SPECIAL SKILLS
INTERESTS
VOLUNTEER
WORK
INTEREST IN RECEIVING CREDIT FOR PRIOR EXPERIENTIAL LEARNING
REGISTER FOR PORTFOLIO DEVELOPMENT EBE 100 - 3 CREDIT HOURS
FOCUSES ON LEARNING EXPERIENCE THAT MAY LEAD TO THE GRANTING OF COLLEGE CREDIT
PORTFOLIO DEVELOPMENT PROCESS - 11 WEEKS
PORTFOLIO - DETAILED SUMMARY AND EVALUATION OF YOUR LEARNING EXPERIENCES
- CHRONOLOGICAL RECORD
- VALUES AND GOALS CLARIFICATION
- NARRATIVE OF LEARNING FROM EXPERIENCE
- DOCUMENTATION OF LEARNING
ASSISTANCE FROM FACULTY ADVISORS, COURSE OUTLINES, LRC
COMPLETE PORTFOLIO
NO
REGISTER FOR EBE 200 3 CREDIT HOURS
YES
RECEIVE SATISFACTORY (S) GRADE FOR EBE 100
COMPLETE PORTFOLIO RECEIVE "S" FOR EBE 200
PORTFOLIO REVIEWED BY EBE STAFF
PORTFOLIO APPROVED FOR EVALUATION
NO
REVISIONS COMPLETED
YES
REGISTER FOR EBE 065 - 1 CREDIT HOUR FOR EACH CLASS
PORTFOLIOS ARE DISTRIBUTED TO FACULTY FOR EVALUATION
EVALUATION PROCESS
1. EVALUATOR REVIEWS PORTFOLIO
2. EVALUATOR/STUDENT CONFERENCE
3. ADDITIONAL DEMONSTRATION OF COMPETENCE AT EVALUATOR'S DISCRETION
STUDENT NOTIFIED OF CREDIT AWARD OR DENIAL

· What Can I Look Forward to as a Result of Taking the Portfolio Development Course?

A major outcome of the Portfolio Development course is the completion of a portfolio. Preparing a portfolio is an unfamiliar, laborious, yet terribly rewarding task. It is hoped it will have special relevance for you as you begin to examine your life, seeing it as a series of interconnected learning experiences, a sequence of milestones along the way in your life. Accordingly the outcomes for the Portfolio Development course is much more than completing a portfolio for formal assessment and the potentiality for being awarded credit for prior learning. It is hoped this course will allow you to positively extend your self-esteem, your self-concept as a learner and an evolving human being, enhancing your ability to clarify and reach life/work goals of special importance to you. In addition, the portfolio is an excellent record of your effectiveness in many work/life situations, suitable for presentation to prospective employers and others interested in your skills.

The goal and objectives for the course are reflected on this and the following pages.

Course Goal: to value and appreciate your worth as a learner and as a growing and evolving human being, with unique capacities to achieve your highest potential.

As a result of completion of this course, you should be able:

1) to clarify the conditions for enrollment in the course, the steps in the portfolio development/evaluation process, and the role of the faculty resource person

2) to clarify the importance and purpose of the portfolio in relationship to the achievement of the course objectives

3) to describe the dimensions of lifelong learning in this country (according to Allan Tough) and its relationship to traditional academic learning (with regard to the latter, you should be able to define the Sinclair Community College policy on award of credit)

4) to recognize the value and legitimacy of learning from experience

5) to appreciate that learning is ongoing and a lifelong process

6) to identify the prevailing myth about adult learning (i.e. that learning stops after leaving school, that learning is something that only youngsters engage in)

7) to define prior experiential learning, assessment, and portfolio, clarifying their interconnectedness in the Sinclair Community College assessment process

8) to define the concept of "life transition," differentiating between the event of transition and the stage in which the transition occurs, applying the concept to your own life circumstances

9) to write a three-page Life History about yourself

10) to prepare a one to two page Chronological Record

11) to define "self-actualization" and the life/work contexts which support your own possibilities for becoming actualized

12) to gain an appreciation for one's own uniqueness and potentiality as a human being

13) to set life/career goals and priorities

14) to write a two to three page Goals Paper

15) to differentiate between "book" learning and "practical" learning clarifying the expectation of Sinclair Community College Faculty Assessors

16) to clarify the role of each of the sections of the portfolio

17) to assess your own competence developed experientially

18) to understand Sinclair Community College expectations regarding the articulation of experience and learning sections of your portfolio

19) to demonstrate understanding of principles of documentation, your own prior experiential learning and, specifically, to provide 3 to 4 documentation alternatives for each learning description you record in your portfolio

20) to describe and document competence developed through experience in your portfolio

21) to assemble your own portfolio of life and career accomplishments for submission to Sinclair Community College faculty assessors, prospective employers, or others interested in appraising your competence

- What is a Portfolio?
- What Goes Into a Portfolio?

As mentioned earlier, the portfolio is the formal written communication which defines and documents learning acquired through non-college experiences. This portfolio is used to request college recognition (i.e., credit hours) for the learning from experience.

The preparation of this portfolio is an exercise in self-evaluation, introspection, analysis, and systhesis. It can be an educational experience in itself. It requires you to relate your past learning experiences to your educational goals, to exhibit critical self-analysis, and to demonstrate your ability to organize documentation in a clear, concise manner.

After you have been accepted and initiated in the portfolio development process, it will be to your advantage to talk with an academic advisor.* It is very helpful when writing a portfolio to have selected a major and to know which courses are required for that degree. However, some students use the portfolio development process as an exploratory tool to decide on a degree program.

Although the portfolio should be expressive of your own uniqueness and individuality, there is a certain prescribed format to be followed. While you will become intimately acquainted with each page and document and understand their interrelationship, those who will evaluate the portfolio do not have this advantage. Hence it is most important that you follow this format, developing a carefully

*Determine as soon as possible which courses taken prior to entry to Sinclair are transferable to your degree.

organized and written portfolio so that a stranger can follow it logically and identify substantiating evidence easily.

The portfolio consists of:

1) a cover letter which states your credit request (see p. 79);
2) a "life history" which outlines the important events of your life - the events which helped shape you into who you are today; about 3-4 pages (see p. 19);
3) an opening statement called a "goals paper" describing your personal, career, and educational goals; it is usually two pages in length (see p. 33);
4) a year-by-year chronological record of your experiences, from high school graduation to the present time, usually a sentence for each year (see p. 45);
5) a narrative (in three-column form) which provides concise statements of experience and of learning as it relates to a particular subject area, or competency (see p. 48); and
6) documentation of the learning experience following each competency area described (see p. 64).

- Who Are Lifelong Learners?
- What Is Prior Experiential Learning?
- How Is It Credited?

Alan Tough broke the news. Dozens of educational researchers replicated the findings. The eminently believable Opinion Research Corporation of America legitimized it all. Newspapers across the nation and respected educational journals communicated the revelation: America is a nation of lifelong experiential learners.

Alan Tough's findings about adult learning (1978) were especially revealing. The data substantiated the claim made by Ivan Illich in Deschooling Society: "We have all learned most of what we know outside of school. Pupils do most of their learning without, and often despite, their teachers" (1970). The Tough data substantiate that most Americans, regardless of race, sex, or socioeconomic level, have made that choice, and the choice is affirmation of learning as an integral life pursuit.

The findings from Tough's in-depth, random interviews indicate the following learning patterns, over a twelve-month period:

- 90 percent of all adults conduct at least one major learning activity a year
- The average learner conducts five distinct learning projects a year
- The average amount of time spent per learning project is 100 hours (the average learner spends 500 hours per year engaged in learning projects)
- 73 percent of all learning projects are self-guided
- Only 17 percent of the learning is professionally guided (by proprietary schools, colleges, or company in-service programs)

Tough concludes that in this country there is a pervasive

learning myth or stereotype which suggests that most learning is classroom based and institutionally supervised. The fact is that learning - self-directed, independent, experiential learning - is something quite integral to life in this age.

The learning which Tough addresses, which is by-and-large acquired through non-college experiences prior to entering or returning to the university, is called prior experiential learning. For many persons it is learning which is critical to personal development and/or work competency. It is learning which emanates from interaction with others, attempting to come to right answers, and a host of other possibilities related to one's life/work pursuits.

As Tough affirms, what adults have learned is often due not to a traditional university education but rather to work experience, family management, travel, attendance at workshops and conferences, volunteer work, industrial and public-sector in-service programs, adult or continuing education instruction, or self-initiated study and reading. Sinclair Community College is in the vanguard of perfecting a system for validating prior learning and for granting credit for what adult students already know, and integral to that process is the Portfolio Development course.

For the overwheming majority of colleges and universities, credit hours are a kind of "currency" that symbolizes verified, college-equivalent learning since high school (note: significant college-level learning resulting from non-classroom experience while enrolled in high school may be considered for academic recognition). A degree is granted when you have accumulated some quantity of this currency in certain course areas. The problem with this is addressed by Harold Taylor:

> "I had no idea what academic credits were, except that three of them were awarded for spending fifteen weeks, three times a week, with one separate discussion session each week, in my classes in philosophy. After suitable enquiries I learned that academic credits had originally been invented to handle the problem of fitting the student into the proper level of study in a college to which he might transfer, and that other than this bookkeeping function, on the basis of which a degree could eventually be granted, academic credits had no educational use." (1975, p. ix)

Taylor's point is well-taken, yet we cannot ignore the fact that this "currency" still has powerful social and economic values in our society. So let us examine how prior learning from experience can be converted into credit toward degree requirements.

Sinclair Community College does not award credit for experience. Credit is granted for verifiable learning growing out of experience. In other words, credit will be granted for the learning, either knowledge or skills, acquired during a non-college experience, not for the experience itself. For example, Joe has had ten years' experience as a salesman. He will not be awarded credit on the basis of ten years of selling experience, but on the basis of his ability to demonstrate what he has learned about salesmanship. The reason for this is that Joe may have learned very little after the first year. It could be that he has not had ten years of learning but rather one year repeated ten times. Remember you are to identify the learning outcomes of the experience.

At Sinclair, credit for prior learning may take one of two forms. If the learning has direct linkage to an existing course (e.g., marketing competency to some existing marketing course), direct course credit may be granted. If the learning is not closely allied to an existing course but is nonetheless significant, Internship credit, which may also count toward degree requirements, can be granted.

In other words, you may receive credit in one or a combination of two forms:

1. direct course credit, in cases where learning has considerable relationship to the learning acquired in the traditional classroom, or

2. internship credit, wherein the learning is not specifically course related but is college equivalent, possessing value in and of itself, and contributing to the personal or career development of the learner; to be eligible for this credit award (maximum of 12 credits), the student must demonstrate equivalency of the learning to that accomplished by another student enrolled in a college sponsored internship.

Recognizing prior experiential learning with internship credit is used when no course equivalent to a student's experiential learning is offered at SCC. For example, a student seeks credit for skill and learning acquired as a teacher's aide. The educational outcomes of the courses offered by SCC in Early Childhood Education are not necessarily similar to the skills and knowledge that the student has identified and demonstrated. If the student can show that his or her experiential learning has important linkage to the discipline, an internship faculty evaluator will perform the evaluation. This learning may be evaluated in light of the learning of another student in an ECE Internship serving as a teacher's aide for an eleven-week term.

The way that internship credit fits into the various Sinclair programs is expressed by the chart on the following page.

DEPARTMENTAL POLICIES REGARDING INTERNSHIP CREDIT

PROGRAM/DEPARTMENT	CR. HRS. APPLICABLE TOWARD DEGREE	WILL DEPT PROGRAM ACCEPT NON-DEPT INTERNSHIP OR EBE 270 CREDIT?
ACC 270 - Accounting	9	Yes
ARC 270 - Architecture Technology	3*	*
ART 270 - Fine Art	12*	*
ARV 270 - Commercial Art	12*	*
AUT 270 - Auto	6*	*
AVA 270 - Aviation	9	Yes
BAN 270 - Banking	9	Yes
BIO 270 - Biology	12	Yes
BUO 270 - Business Ownership	9	Yes
CCT 270 - Civil Construction Tech.	3	*
CHE 270 - Chemistry	12*	*
COR 270 - Correction	12	*
CRU 270 - Credit Union	9	Yes
DAP 270 - Data Processing	9	Yes
DRT 270 - Drafting	*	*
EBE 170 - Orientation Co-op Ed	3	Yes
EBE 270 - All General Studies Sciences Curriculums	12	Yes
EBE 275 - Student Leadership	6**	**
EBE 276 - Educational Services	6**	**
ECE 170 - Early Childhood Ed.	12	*
ECE 270 - Special Education	12	*
ECE 271 - Volunteer Internship	12	*
ECO 270 - Economics	9	Yes
EER 270 - Electronic Repair Tech.	***	***
EET 270 - Engineering Electronics Tech.	**	***
EGR 270 - Engineering	***	***
EMT 270 - Engineering Mechanical Tech.	*	*
EPT 270 - Packaging	7*	*
FSM 270 - Food Service Management	9	Yes
FSM 291 - Food Service Management	4	Yes
FSM 292 - Food Service Management	4	Yes
FSM 293 - Food Service Management	4	Yes
FST 270 - Fire Science Tech.	***	***
GRA 270 - Graphics	12*	*
INS 270 - Insurance	9	Yes
INT 270 - Industrial Tech.	***	***
JOU 170 - Journalism	*	*
LAP 270 - Legal Assisting	9	*
LAS 270 - Labor Studies	9	Yes
LAW 270 - Law	9	*
MAN 270 - Management	9	Yes
MAR 270 - Marketing	9	Yes
MAR 291 - Retailing	4	Yes
MAR 292 - Retailing	4	Yes
MAR 293 - Retailing	4	Yes
PED 270 - Physical Education	12	*
PSY 270 - Psychology	12	*

PUR 270 - Purchasing	9	Yes
QCT 270 - Quality Control Tech.	***	***
RES 270 - Real Estate	9	Yes
SAV 270 - Savings	9	Yes
SEC 270 - Secretarial	9	Yes
SOC 270 - Sociology	12	Yes
SPE 270 - Speech	12	Yes
SPE 275 - Forensics	*	*
TRA 270 - Traffic and Transportation	9	Yes

* Please secure Department Chairperson's approval before enrolling; at that time establish how the credits will be applied.

** Requires your Division Dean's approval before enrolling.

*** Counts primarily as "add-on" or non-degree credit; consult with Program Director.

What Is the Purpose of the Portfolio?

The portfolio is designed to serve several purposes. The obvious use of the portfolio is as a vehicle to describe and document prior experiential learning for faculty persons who will evaluate you (note: the portfolio is only one element in this process). A much more subtle purpose, and a potentially enriching one, is the portfolio as a means of personal discovery and actualization. The portfolio becomes a tangible and overt statement of your own uniqueness as a human being. Putting together the portfolio can be a powerful experience, wherein you distill or draw out of experience your own identity and competence. Working in your portfolio, and in the exercises in this class, is designed to help crystallize the "who," "what," "where," "when," "why," and "how" of your life.

Persons completing the portfolio frequently comment about the changes in their personal awareness that takes place because of this process. Something quite special happens as you begin to reflect on your life in the portfolio. We believe this far transcends the benefits of the portfolio as a vehicle for getting recognition for prior learning. This powerful change, which it is hoped will affirm you as a human being, is what those of us involved in the planning and facilitating of this course are most concerned about.

Doing the exercises in the classes and writing and assembling the portfolio is designed, for purposes of this course, as a finite experience to last the period of one academic term - a very arbitrary and fixed time frame. However, we hope that you work in your portfolio, beyond the confines of this course, on an on-going basis.

We are convinced that you will benefit from continuing to contribute to your portfolio - treating it as a journal or a diary which provides a record of your most pertinent growth and learning.

The risk in the life of most goal-oriented, ambitious people is that time for reflection and introspection about the importance of it all, where we've been, where we are going, what we have learned, how we are growing, and what it all means, is not provided for. One experience is added to another, to another, and to another wihout getting a sense of proportion, without exploiting its meaning and importance. Many of us simply don't take the time to savour the pleasantness, to learn from the pain, or to understand precisely what contributes to our own well-being in the world. A major goal of the Portfolio Development course is to sensitize you to the movement and texture of your life. The message is an obvious one: to the extent that you become sensitive to your own unique existence and competence, you will be better able to meaningfully define goals, clarify your needs, establish pathways, and achieve your highest potential.

THE LIFE HISTORY PAPER

There is a great deal of talk these days about "life stages" and "adult life transition." What does it mean? What are the implications for your life? In this course you will probe these new conceptions as it relates to your own growth and unfolding. The portfolio is an ideal tool for getting a "fix" on your life, its unique stages and transitions.

Life stages refer to intervals of time related to the age and growth dimensions of your life. Life stages are inclusive of "life transitions" as well as periods of "life stability." Life stability characterizes intervals in our life of relative tranquility, coherence, and consonance. Life transition, from an educational and personal perspective, is a particularly exciting phase, involving new challenges and new opportunities for growth and learning.

Transition periods cause us to rethink and reformulate our visions of ourselves in the world, setting forth new pathways, some of which involve considerable risk, leading us to a redefinition of our life. Periods of life transition may involve reformulation of family (e.g., leaving one's original "nest," adopting a child, marital separation or divorce, children leaving home), work related aspirations or anxiety (e.g., changing jobs, seeking a promotion, termination, leaving houseparent responsibilities for work responsibilities, changed job description, retirement), or changing personal values (e.g., values regarding personal morality, acceptance or rejection of religious beliefs, death and dying, health and well-being, social responsibility).

In the Portfolio Development course you will explore your

own life stages and your own transitions - to gain greater insight about yourself, and to refine your ability to "plot" your future. You will begin by looking into your past to discover the rich array of transitory experiences which are embedded in your personal history. You will systematically examine these experiences (people and events, as well as yourself) as a part of exercises you will complete in this course, culminating in the writing of the first section of your portfolio - - the Life History section.

Let's begin first by reviewing the exercises you will be engaging in:

A. You will begin by briefly identifying critical periods of transition (strategic life events which offered unusual opportunities for growth and change) in your life.

B. You'll then be asked to expand on the quality of each of these unique events as a period of time in your life.

C. Finally, at the completion of the exercises, at the end of this section, you will write your Life History, drawing upon the material you recorded in your exercises. Now, begin by considering your life transitions.

A. Life Transitions (as events)

Some moments in life are more powerful than others: moving to a new city, marriage, a job change, leaving school, etc., etc. Take a moment and reflect about the full spectrum of your life, from birth to this very moment, focus on the pivotal phases, the milestones, and in the first column below identify your most strategic life transitions:

Strategic life transition:	Reflections (feelings, insights, breakthroughs, learnings):
1)	1)
2)	2)
3)	3)
4)	4)

Strategic life transition:	Reflections (feelings, insights, breakthroughs, learnings):
5)	5)
6)	6)
7)	7)
8)	8)
9)	9)

Strategic life transition:	Reflections (feelings, insights, breakthroughs, learnings):
10)	10)

Opposite your list of strategic life transitions, in the second column, briefly relect on the quality and importance of each event. Use a "stream of consciousness" writing style, allowing the words and meaning to flow from within through your pen to the paper, purposely avoiding formal sentence structure. Let the words randomly flow to the paper, representative of your most meaningful inner knowing.

B. Life Transitions (as stages)

From your list of life transitory events select one or two which were particularly compelling phases of your life. In this exercise you will differentiate life transition as an event in time with life transition as a stage in your life, involving a sequence of occurences over an interval of time. For the three or four transitions that you have selected you will expound on the stage of your life that they represent.

As you develop each transition period your goal should be to recreate in your mind all of the dimensions of that period in your life, exploring all of its most important aspects. Place yourself in that life period reflecting on the tone and quality of your experience, the kind of person you were then, your attitudes toward life, your aspiration for the future, your spiritual orientation, your personal life, as well as your work life.

Allow yourself to go back to that time and space, represented by your transition stage, reflecting briefly on what you felt. If the transition is home or work related you will want to reflect on the stages and changes which you passed through. Indicate your social sphere and the quality of your interpersonal interactions. Let your pen move freely across the page recording whatever comes to your mind, without analysis, on the following pages.

Life transition stage #1 _____

Life transition stage #2 _____

Life transition stage #3 _____

Life transition stage #4 _____

C. Writing Your Life History

The completion of the preceding exercises should provide you with a great deal of meaningful raw data from which you might begin to write your Life History. Your goal should be to carefully synthesize your experiences keeping the finished Life History to three to four double-spaced, typed pages. Don't hesitate to introduce new material which didn't emerge out of the preceding exercises.

LIFE HISTORY

While I was in high school, I really was undecided on whether to go to college. I started out preparing myself for the possibility by taking college preparatory courses, and later prepared myself for the greater possibility of entering the business world by taking commercial subjects such as typing and shorthand.

Upon graduation from high school, even though I had received an honor scholarship from Bowling Green State University, I decided against going to college. Two influences contributed to this: 1) my parents did not really encourage me to go, and 2) a certain young man was "in the picture" and going away to college would have probably ended our relationship. Therefore, I went to work for NCR Corporation as a stenographer in the Tool Division. This was considered a very good position for an inexperienced person to enter "from the street" and was secured, in part, from very good recommendations. This position gave me experience in NCR which later proved to be very valuable.

In 1958, I married, and about three years later became the mother of a fine son. This, without a doubt, was one of the most wonderful things that has ever happened to me. It gave me a real purpose for living in the difficult two years following his birth when my marriage failed and I returned to work with a toddler to raise.

From that point on, my life at work took on a different meaning. I began to be aware of the need to "make money" and the bigger need to have job satisfaction.

For the next six years, I had the experience of working for the son of the former chairman of NCR. I grew as a secretary during this time in that this man was involved in many civic activities as well as having an important management position at NCR. I learned many things on this particular job which were helpful to me later at NCR. It was during this period that I took a course at NCR Night School in Bookkeeping and Accounting. Due to his resignation from NCR, I moved on to another secretarial position (and a promotion, at that!) in a different area of the company, where I spent the next 7 1/2 years. In this period, I attended a couple of secretarial seminars outside the company and joined The National Secretaries Association (International). Through being a member of NSA, over the years I have been able to take advantage of the many educational benefits the organization offers. I have attended numerous seminars and workshops. Through working with the Student Education function of the chapter, I have spoken many times to various high school and college business classes on secretarial careers. One of the biggest impacts on my life and my secretarial expertise has been the Certified Professional Secretary program of NSA. I became certified in 1975 after successfully completing a two-day examination covering the following subjects: Environmental Relationships in Business, Financial Analysis, Economics, Business Law, Office Procedures, and Communications & Decision-Making. The CPS program has outstanding value to those who become involved in preparing for it. While I was doing this, I attended numerous study sessions, completed Business Law I at Sinclair Community College, and took a short course in Business Law at Wright State University. When I

first heard of the CPS program (in 1971), I knew it "was for me" and that I would not be satisfied until I achieved the CPS rating. I believe I hold the secretarial position that I do today, in part, because I do hold this rating.

In 1976, I was promoted again to an executive secretarial position to one of the most dynamic men I have ever known. His reputation at NCR is one of being very demanding, and that fact has borne itself out in the three years I have worked for him. He has had a tremendous influence on my life in that I never cease to be amazed at what he manages to accomplish each day. His former secretary explained to me that "I could do nothing but grow" in working for him, and this has been true in every respect. This man has opened my eyes more than every to the importance of higher education, and that is one of the big reasons I have now enrolled at Sinclair in a degree program.

THE GOALS PAPER

In this section of the Guide you will continue to explore your uniquenesses; but now, through exercises and through writing the Goals Paper for inclusion in your portfolio, your emphasis will shift to the future. The purpose of this section is to allow you to more fully explore your potentialities. In the last section of the Guide the emphasis was on drawing your life into focus, giving perspective on the fiber and quality of who you are. Building upon this insight garnered from the exercises in this section, you will prepare your Goals Paper.

Before beginning, it is important to clarify what it means to achieve your full potential or, as the psychologist Abraham Maslow said - - to be actualized. The notion of self-actualization was first envisioned by Maslow, and in his last major work before his death, The Farther Reaches of Human Nature, he amplified the concept. The following are a series of quotations from Maslow, designed to bring clarity to the notion of actualization:

> All the evidence that we have . . . indicates that it is reasonable to assume in practically every human being, and certainly in almost every newborn baby, that there is an active will toward health, an impulse toward growth, or toward the actualization of human potentialities. But at once we are confronted with the very saddening realization that so few people make it. Only a small proportion of the human population gets to the point of identitiy, or of self-hood, full humanness, self-actualization, etc. . . . This is our great paradox. (p. 24)

> I believe that helping a person to move toward full humanness proceeds inevitably via awareness of one's identity (among other things). A very important part of this task is to become aware of what one is, biologically, temperamentally, constitutionally, as a member of a species, of one's capacities, desires, needs, and also of one's vocation, what one is fitted for, what one's destiny is . . . that character of one's highest values, i.e., of what might be called the spiritual or philosophical life. (p. 31)

The experientially empty person, lacking these directives from within, these voices of the real self, must turn to outer cues for guidance, for instance eating when the clock tells him to. He guides himself by clocks, rules, calendars, schedules, agenda, and by hints and cues from other people . . . Human and personal possibilities have been lost. The world has been narrowed, and so has consciousness. Capacities have been inhibited . . . The cognitive losses, the lost pleasures, joys, and ecstasies, the loss of competence, the inability to relax, the weakening of will, the fear of responsibility - all these are diminutions of humanness. (p. 32)

It is certainly possible for most of us to be greater than we are in actuality. We all have unused potentialities or not fully developed ones. It is certainly true that many of us evade our constitutionally suggested vocations (call, destiny, task in life, mission) . . . We fear our highest possibilities (as well as our lowest ones). We are generally afraid to become that which we can glimpse in our most perfect moments, under the most perfect conditions, under conditions of greatest courage. We enjoy and even thrill to the godlike possibilities we see in ourselves in such peak moments. And yet we simultaneously shiver with weakness, awe, and fear before these very same possibilities. (p. 34)

Self-actualizing people are, without one single exception, involved in a cause outside their own skin, in something outside of themselves. They are devoted, working at someting, something which is very precious to them - some calling or vocation in the old sense, the priestly sense. They are working at something which fate has called them to somehow and which they work at and which they love, so that the work-joy dichotomy in them disappears. One devotes his life to the law, another to justice, another to beauty or truth. (p. 42)

Self-actualization means experiencing fully, vividly, selflessly, with full concentration and total absorption. It means experiencing without the self-consciousness of the adolescent. (p. 44)

It is already possible to teach people how to feel happy and serene. The revolutionary consequences, not only for human betterment, but also for biological and psychological theory, are multitudinous and obvious. There are enough research projects here to keep squadrons of scientists busy for the next century. The mind-body problem, until now considered insoluble, does appear to be a workable problem after all. (p. 11)

What I am really interested in is the new kind of education which we must develop which moves toward fostering the new kind of human being that we need, the process person, the creative person, the improvising person, the self-trusting, courageous person, the autonomous person. (p. 96)

Maximizing our capacities, achieving an actualizing life, is at the very crux of our existence. The pity is that all too often the pressure of events prevents us from giving single-minded attention to achieving our potentiality. This course has as its primary goal the nurturing of your growth and potential so as to empower you in your movement towards your highest potential.

One way to achieve your potential is by setting goals. Those who set goals tend to accomplish more because of the advantages inherent in having goals. First of all, goals make it easier to get something done - - to manifest it. When your goal is clear to you, you almost automatically start planning tactics to attain that goal and begin avoiding detours from that goal. You recognize barriers to achieving your goal and can analyze how to overcome those barriers.

Secondly, having a specific goal lets you know when that goal is accomplished. You gain a sense of success that encourages you to keep achieving.

In order to set goals, we recommend that you use the following steps:

1. Diagnose your interests and needs - - your values.
2. Formulate your goals and objectives or sub-goals that are stepping stones to your larger goals.
3. Determine strategies and tactics for achieving the objectives.
4. Develop resources that can help you.
5. Evaluate and assess your own progress toward your goals.

In one popular book on career planning, the author urges that you make your living doing something that does not seem to be work - - something you would choose to do in your leisure time. Before you can do this you need to be aware of your own interests, needs and values. To help you diagnose these, you will be doing individual and group exercises in the portfolio development classes. These exercises and the aid of your portfolio faculty person will enable you to clarify what is and what is not important to you. One of these exercises is on the following page.

Exercise:

What Do You Value?

For some people, what they value is defined narrowly as money and material possessions, while others define what they value in terms of personal harmony or inner peace. The possibilities are infinite and unique to each person. To explore the relationship of what you value to money and other factors, identify in the space below ten sources of pleasure in your life:

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

After each item which is contingent on money, place a "$"; after each item which requires sharing with other people, place a "P"; after each item which you want to experience more fully with greater frequency, place an "!". Study your list; a pattern should emerge which suggests something of your unique values.

Once you have focused on what is and what is not of value to you, you can begin setting goals that are compatible with those values. As you set your goals, think about and assess where you are now and where you want to be, and what the gap is between those points. Then set goals for yourself that are:

1) Believable - Make certain that the goals are something that you really want, that will make you happy.
2) Measurable - The goals should be set so that you can recognize if or when they are achieved.
3) Achievable - Impossible dreams really are not goals. Goals should be stated so that they can be attained in a reasonable period of time. Later, the achieved goal can be replaced with another.

Keeping the guidelines above in mind, you should write a goals paper that emphasizes a future orientation versus the emphasis on your life up to this point, described in the Life History section of your portfolio. In two to three typed pages, you should portray your hopes and aspirations. An example of a Goals Paper is on page 41; a second example is on page 43.

The following checklist is adapted from the Council for the Advancement of Experiential Learning handbook by Aubrey Forrest, entitled Assessing Prior Learning - a CAEL Student Guide. Check the

items that best clarify your current goals, and use this as an aid in preparing your Goals Paper.

____ Become more competent in your present career

____ Prepare for a new vocation

____ Improve your competency in being able to instruct, persuade, and/or understand other people

____ Become a more effective citizen

____ Improve your skills in child-rearing, homemaking, or being a marriage partner

____ Improve or develop competency in a recreational activity

____ Simply explore some subject areas you have always wanted to know more about

____ Be admitted to a graduate or professional school

____ Make social and professional contacts

____ Seek solutions to emotional and/or mental problems

____ Fulfill a long-time desire to obtain a degree

____ Improve your problem-solving capabilities

____ Attain greater personal enrichment and development

____ Break out of old patterns

____ Escape boredom and grinding menial responsibilities

____ Reconsider options in life styles and perhaps reconstruct your life

____ Attempt to regain significant participation in one or more facets of your life

____ Exercise more power in determining your own destiny

____ Drop-out for a while and renew yourself and your perspective

____ Prepare for retirement years

____ Help others achieve their goals

____ Learn to use community resources to educate yourself

____ Study some social issues in greater depth

____ Learn more about your physical environment

____ Gain a greater appreciation of the arts

____ Use your college studies as a way to set your life goals

EXAMPLE

GOALS PAPER

Approximately six years ago, I decided that one of my goals in Civil Service was to become more competent in my present career and to prepare for a new vocation in Business Management. Through personal home studies and Sinclair College courses, I obtained significantly greater personal enrichments and developments, and was offered an upward mobility position as an Administrative Clerk. I laterally transferred from an Executive Secretary into the administrative position and was later promoted in this position. Again, I decided to work toward a degree.

Another goal is to complete 30 years service with the Government and, after retirement, enter the Social/Recreational field. I have already begun to prepare for this endeavor by being a bowling instructor and I have organized bowling leagues and banquet/bowling fun games for numerous organizations that included people of all ages with and without handicaps - and some retarded people. Other activities which I have personally organized, planned and coordinated (dinner theatres, monte carlos, excursions, dances, retirement/farewell parties and intermural games) are stepping stones toward this goal.

To fulfill my desire to serve the people and get to the people, I should obtain all necessary training to cover all aspects of business and organizational/managerial procedures. My final goal is to establish a small recreational business to serve the community in programmed activities for all ages - senior citizens, middle-aged (married and singles) and youth groups. The business will include: (1) all sport activities, dances, campouts; (2) competitive

tournaments and (3) various trips scheduled throughout the year, both weekly and weekends. Each organized program will be headed by an effective manager with creditable and responsible workers in various activities. Major emphases will be on training, getting the younger set involved in being a leader and organizer and stressing to senior citizens and/or the middle-aged who have lost a spouse the need to begin communicating and socializing again.

EXAMPLE

GOALS PAPER

I never thought much about goals when I was younger. I didn't really begin to establish objectives for myself until after I had graduated from high school, and had attended college for two years. At that time I began to realize how important goals and objectives could be in shaping my life, and I read several books to help me develop my own techniques for goal setting.

I have succeeded in achieving many of my previous major goals, such as establishing myself as a respected member of my profession, attaining a position of some responsibility, and I am now earning a comfortable income, so that money is no longer a primary focus of my current goals. Most of my goals seem to be concerned with my personal and professional shortcomings and/or ambitions. I can divide these goals into two basic categories: short-term, and long-term.

Short-Term Goals (i.e., within next 2-3 years)

1. To continue to develop good management skills in my department, and to prepare myself for positions of more responsibility, as my career progresses.
2. To improve the operation of my department, for the benefit of the overall running of my firm, by identifying shortcomings and inefficiency, and working to eliminate or reduce them.
3. To improve my interpersonal skills, both in my profession and in my personal life, and to try to be more receptive to other people's viewpoints, on the job and at home.

4. To serve as a guide, counselor, and example for my children as they mature, and to offer support as they learn to be more independent.
5. To continue to be receptive to the needs and problems of others, and to learn to make myself available where my skills could be of value in solving problems, without letting other people run my life.

Long-Term Goals (i.e., beyond the next few years - 5, 10, or beyond)

1. To maintain close contact with my family, even as they begin to go their separate ways.
2. To obtain a college degree.
3. To encourage my children to pursue their education, and to provide material and emotional support as they do.
4. To advance to an upper-management position with my firm, or to pursue employment opportunities in other directions, where there might be a greater likelihood of career advancement.
5. To broaden my horizons in areas of personal interest and value to me, including pursuing artistic and community endeavors for which I have not previously allowed myself time or energy.
6. To retire at age 60.
7. To pursue whichever avocation holds my greatest interest, and to keep myself from losing drive or enthusiasm by continually evaluating my progress, and changing my direction if I feel I am becoming stale or routine.
8. To travel, and to study the cultures of other countries, to better understand my own background by comparison.
9. To offer my services to my community, as I am aware of its needs.

THE CHRONOLOGICAL RECORD

The portfolio is a document of your prior experiential learning. In order to identify your significant learning, you must begin by identifying the experiences which provided the stimuli for the learning.

You will begin this process by preparing a chronological record. The chronological record is a year-by-year account of what you have been doing since graduating from high school. For each year list what you consider to be the important happenings. You might include:

employment

military status

schools attended

seminars/workshops

volunteer involvement

major life transitions (marriage, the birth of children, relocations, divorce, etc.)

The format is simple - 1 or 2 sentences, starting with an action verb, describing the important events of that year. Please indicate both city and state locations.

A sample of the Chronological Record appears on the following pages.

EXAMPLE

CHRONOLOGICAL RECORD

1942 - Worked at Central Market and Albers Supermarket, Columbus, Ohio, in the produce and stock areas.

1943 - Graduated from West High School, Columbus, Ohio.

Enlisted in the United States Navy with basic training and service school at Great Lakes Naval Training Center, Chicago, Illinois.

1944 - Married.

1945 - Assigned to the USS LSM 276 in charge of the ship's office.

1946 - Honorable discharge from the United States Navy.

Entered apprenticeship program with George F. Neff & Company, Plaster Contractor, Columbus, Ohio.

1947 - Continued apprenticeship.

1948 - Promoted to Journeyman Plasterer.
to
1954

1954 - Formed my own company as a Plaster and Stucco Contractor.
to
1962

1958 - Completed Radio Electronics Technical School, Columbus, Ohio, in basic electronics technology.

1959 - Attended Franklin University, Columbus, Ohio, evening classes
to for electronic theory and mathematics.
1962

1963 - Completed Ohio Technical Institute, Columbus, Ohio, in electronics as it applied to a Service Technician.

1963 - Employed by the Exact Weight Scale Company, Columbus, Ohio,
to as a Service Technician.
1965

1965 - Moved to Dayton, Ohio, serving as Dayton Service Manager for
to the Exact Weight Scale Company, with Western Ohio, Eastern
1970 Indiana, and Kentucky as my territory.

1969 - Completed the Dale Carnegie course in Effective Speaking and Human Relations.

1970 - Completed the Dale Carnegie Sales course.

Promoted to National Service and Parts Manager for the Exact Weight Scale Company, Columbus, Ohio.

1971 - Promoted to the Sales Department of the Exact Weight Scale Company as a Factory Representative, Indianapolis, Indiana.

1972 - Employed by Hobart Corporation, Dayton Scale Division, Dayton, Ohio, as a Field Engineer.

1973 - Promoted to Administrator, Field Engineering Department, Hobart Corporation, Dayton Scale Division, Dayton, Ohio.

1974 - Appointed Chairman of Church Council.

1975 - Received Certificate of Management from Foreman's Club of Dayton.

1976 - Enrolled at Sinclair Community College, Dayton, Ohio, as a
to General Business Management major.
Present

THE CORE OF THE PORTFOLIO - NARRATIVE OF COMPETENCIES

Probably the most difficult part of the whole process is differentiating between what you have done, and what you have learned from doing.

As mentioned earlier, prior learning and not prior experience will determine whether or not credit is awarded. The introspection and effort required to develop the portfolio makes this process itself an important source of learning.

The primary consideration in evaluation is your ability to demonstrate knowledge and skills expected by department faculty. The academic standards established for existing courses act as the basis for evaluation, and to the degree that you can document your competency with direct relationship to the course standards, credit can be awarded.

For example: Susan worked as a secretary for 10 years, Joe has been a proprietor of a gift shop for 3 years, Cathy has worked as a teacher's aide in the local elementary school, and Jerry has been involved in training salesmen for the last five years. These are brief descriptions of various experiences; they are not statements of competence or learning, and cannot be evaluated for credit. Before proceeding any further, remember that you must describe your learning in such a way that it meets the following criteria. A prior learning outcome should:

1) be measurable.
2) be at a level of achievement as defined by the faculty.
3) be applicable outside the specific job or context in which it was learned.

4) have a knowledge base.

5) imply a conceptual as well as practical understanding.

6) show some relationship to degree goals and/or lifelong learning goals.

Not all of the experiences listed on the chronological record will have resulted in learning significant enough to meet the above criteria.

For example, George has worked in a factory for five years assembling electronic parts. The repetitive manual skill involved in assembly line work is demonstrable - but is it worthy of college credit? Does it have a knowledge base?

This same individual has also been involved with meetings which led to the formation of a union. As a result of these experiences, George learned about leadership skills, organizational ability, and labor relations. These learning outcomes are more difficult to demonstrate, but they fulfill the other criteria for significant prior learning. They have a knowledge base, and imply a conceptual as well as practical understanding.

The difficult task is to identify and relate prior learning to educational goals. You have listed your significant life experiences on your chronological record. The next step is to identify and describe the learning derived from those experiences.

The example on the following page is designed to help you with this process.

Experience	Time Spent in Activity	Description of duties, tasks and activities	Description of Learning Outcomes and Competencies	Documentation: Can You Suggest Ways an Evaluator Can Judge These?	
Employment: drug counselor salesperson	8 yrs. 4 yrs.	counseled groups & individuals; conducted workshops in U.S. & Germany sold auto parts/stock	counseling techniques; organizational skills selling skills	outline of seminars letters from employers certificate for Salesman of the Year	
Education (non-credit courses & seminars): labor relations workshop in Spain	3 wks.		history of Labor Unions; how to organize a union; organizational skills	program letter from Pres. of AFL/CIO oral or written exam	
Volunteer Experience: Cub Scout ldr. church clubs helped M.B. in her campaign for President	 2 yrs. 20 yrs. 1 yr.	 troop leader in charge of community activities telephoning, letter-writing, organizing helpers	leadership skills organizing abilities organizational skills letter-writing skills	certificate from Boy Scouts of America bulletins, letters letters	
Recreation & Hobbies: reading traveling		historical novels labor relations traveled to Mexico & Spain	 added to my knowledge of Spanish	annotated bibliography oral exam	
Military Experience:					
Licenses, Awards, Publications: citizen of the year		citizenship; good will	interpersonal skills		

Travel:				
Professional Readings:				
Other:				
Other:				
Other:				
Other:				

Experience	Time Spent in Activity	Description of duties, tasks and activities	Description of Learning Outcomes and Competencies	Documentation: Can You Suggest Ways an Evaluator Can Judge These?	
Employment:					
Education (non-credit courses & seminars):					
Volunteer Experience:					
Recreation & Hobbies:					
Military Experience:					
Licenses, Awards, Publications:					

Travel: professional traveling to Germany	4 times	do seminars on drugs	learned to speak German another culture	travel vouchers programs oral exam
Professional Readings:		counseling	added to my knowledge about counseling	
Other: conversations with experts (husband is president of labor org.)	25 yrs.	conversations with my husband and his professional guests	added to my knowledge about labor organizations	
Other:				
Other:				
Other:				

Now, take another look at your list of learning experiences. Add to it any significant learning you may have omitted that the following list of adult activities might bring to your mind:

1) Work would include any activity for which you were paid, including military service.

2) Homemaking would include those activities related to child-rearing, home maintenance, marriage, etc.

3) Volunteer experiences would include internships or apprenticeships without pay, community aid, community activities, political activities, church activities, service organizations, elective offices held without pay, volunteer work in social service agencies, time contributed to supervising youth organizations, etc.

4) Noncredit courses and seminars would include in-service training, workshops, clinics, conferences, discussion groups, evening courses, lecture series, television or radio courses, correspondence courses, etc. (for which no academic credit is given).

5) Travel would include study tours, significant vacations and business trips, living for extended times in various parts of the country or abroad, participating as a worker or volunteer in an American sub-culture setting, etc.

6) Recreational activities and hobbies would include performing in a musical group, acting or working in a community theatre, sports, artistic activities, nonfiction writing, public speaking, nature interests, attending plays and concerts, visiting art museums, restoration of furniture, clothing construction and design, gardening, or any other leisure time activity pursued for the purpose of personal satisfaction and enjoyment.

7) Independent reading, viewing, and listening would include in particular any subject areas in which you have done intensive reading for which you have not received college credit, as well as significant articles read, television programs which you have viewed, or radio programs to which you have listened. Significant plays or movies may also be of importance.

8) Conversations with experts - list any significant extensive and intensive conversations with experts which you have had since you graduated from high school and which were not related to any activities for which you have already received college or university credit.

After completing the preceding worksheet, the next step is to decide whether or not your learning relates to specific classes taught at Sinclair.

You should begin by searching Sinclair's catalog, reviewing all the course descriptions. Carefully read each course description, and relate it to your learning experiences.

More detailed information about the classes is available in the Learning Resources Center. The LRC has course syllabi, sample portfolios, and some textbooks available for student use.

As you work through this process, you will begin to develop a list of competencies you want to include in your portfolio. Your list might comprise three different types of competencies which you wish to be considered for credit:

1) the competency describing learning that relates to a class required for your degree program
2) the competency describing learning that relates to a class outside your degree program (these credits may apply toward electives, or they may be "add-on" credits which appear on the transcript but are not counted toward your particular degree requirements)
3) the competency for which there is no equivalent course, but there is an internship subject area, such as Fine Art Internship (ART 270), Management Internship (MAN 270), etc. (For information on how these credits fit into various programs, see page 15.)

Using your learning experience worksheet, Sinclair's catalog, and the LRC reference materials, complete the competency list worksheet that follows:

COMPETENCY LIST WORKSHEET

Experience: Samples:	Taught at Sinclair - required for my major	Taught at Sinclair - not needed for major - would be "add-on" credit	Not taught at Sinclair - would be Internship credit
Volunteer Manager of the Dayton Ballet Company			MAN 270
Drafting at Inland Corporation		DRT 101	
Speech - Dale Carnegie Course	SPE 211		
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			
11)			
12)			
13)			
14)			
15)			
16)			
17)			
18)			
19)			
20)			

After identifying learning which you interpret to be college-equivalent or college-certifiable, you are ready to articulate that learning. You must prepare a competency for each class for which you hope to receive credit. The competencies are prepared on a special three-column form:

DESCRIPTION OF EXPERIENCE	LEARNING FROM EXPERIENCE	DOCU-MENTA-TION

Column 1 - Description of Experience

In the first column, you will describe the learning experience. You will want to be careful to keep the description of your experience separate from the learning you acquired. The first column of the form is reserved for describing your experience.

In describing your experience, indicate:

1) where the learning took place
2) when and for how long the experience lasted
3) your job title
4) your job responsibilities
5) the number of people supervised, if you were in a supervisory role
6) a description of seminars and workshops you attended
7) titles and authors of books and articles which were helpful to you
8) any description that will guide an evaluator to a better understanding of the circumstances of your learning

Column 2 - Learning from Experience

The learning from your experience should be specified as clearly as possible in the second column of the competency form. The learning should be clearly defined and expressed. It should relate to the specific courses for which you wish to demonstrate competence.

To relate your own learning to a specific course, you should refer to the syllabus for the course, on file at the reference desk in the Learning Resources Center. Pay particular attention to the learning outcomes expected for that course, comparing them to your own learning. Use the learning outcomes to help organize your description of competence. You may not wish to purchase the assigned text for the course at the Bookstore, but a review of the chapter headings found in the text may help you become familiar with the content of the course. Also, remember that some texts are reserved for Portfolio Development students in the LRC.

The primary criterion for award of credit is your demonstration that your learning is comparable to the learning outcomes defined by the faculty in their course syllabi. Since theoretical learning is often not at required levels despite impressive practical learning, and since learning from experience is seldom identical to what is expected in a classroom, you may find that you are strong in most of the major course outcomes, but weak in one or two others. In this case, you should attempt to do some individualized study to develop learning in the weak area or areas. Any additional readings, essays, or projects you do should be described in the Narrative, placing the products of your individualized study activity (i.e., annotation of chapters of a text you have read; essays; projects; etc.) in the Documentation section of your portfolio.

The following are suggested "learning terms" you might utilize in the Learning From Experience section, to help you differentiate your experience from your learning (it is important to personalize your portfolio by the use of the word "I"):

I learned	I became aware of
I acquired this knowledge	I was required to learn
I gained this insight	I was trained
I developed the skill of	I became acquainted with

_____ was instrumental in my learning

The following are samples of learning statements which have been used to introduce learning sections, and may serve to help you get started:*

*Adapted by the Council for the Advancement of Experiential Learning from materials developed by Metropolitan State University.

1) I know advanced principles and techniques of accounting and can use these well enough to keep books for a small business.

2) I know the principles and techniques of bowling and can apply these well enough to maintain an average score of 160.

3) I know the principles and techniques of personnel management, and can apply these as an assistant personnel officer - specifically: record keeping, office management, affirmative action, and grievance procedures.

4) I know the history and methods of social change relative to black Americans - specifically: a survey of civil rights organizations, educational opportunities, and religious organizations.

5) I know the basic concepts and skills of community organizing and can function as a community advocate well enough to be employed in a county welfare office.

6) I know the basic principles and procedures of still black-and-white photography and can produce work at a level to rank in the top 30% of that submitted in the Twin Cities Amateur Photography Contest.

7) I know the basic principles and techniques of interviewing and can apply these - specifically: establishing rapport, eliciting information, probing without creating resistance, communicating clearly.

8) I know the roles and functions of Girl Scout, Camp Fire, and 4-H programs in preparing participants for citizenship roles, at a level equivalent to the average adult supervisor of these groups.

9) I know the basic principles and techniques of assisting children in physical development and can apply these at a level equivalent to a teacher in a group day-care center.

10) I know and can apply the principles and techniques of management and finance well enough to develop a departmental budget of a school district.

11) I know the principles and methods for preparing, presenting, and administering federal grants and can apply this knowledge in nonprofit organizations at a professional level.

12) I know and can use the theories, principles, and procedures of comprehensive urban planning well enough to be employed as a professional urban planner.

13) I know and can apply the legal and behavioral approaches to private sector collective bargaining, including labor law and contract administration, well enough to do actual union bargaining.

14) I know the principles and techniques of behavior modification and can apply techniques in an elementary school classroom well enough to be employed as a school aide.

15) I know the theories and techniques of dream interpretation on an amateur level.

16) I know the horticultural principles and techniques related to organic gardening and can apply them in the creation of my own amateur garden.

17) I know the principles and methods of literary analysis in relation to modern American literature and can apply this knowledge in writing analytical essays on the works of Hemingway, Faulkner, Steinbeck, and Henry James.

18) I know and can apply the principles and techniques of administering emergency medical treatment at a chemical dependency treatment facility at a level equivalent to a beginning counselor.

19) I know the historical development and current status of anti-trust law in relation to price fixing, monopolization, and mergers and can apply this knowledge at the level of a middle manager in a large company.

Those experiences that did not lead to learning, are not documentable, or are unrelated to the degree program should not be included in the sections of the portfolio that will be evaluated. Learning that satisfies the criteria should be stated clearly and concisely. As Willingham puts it, "Learning outcomes should be identified with enough specificity that they can be readily communicated. Broad learning skills like communication, analysis, or management are frequently useful in classifying learning outcomes, but are not especially helpful in making clear what learning was accomplished. To say that a person has learned to "communicate" may mean many different things at different levels of competence. More specific description of learning is necessary . . . Useful descriptions of learning should make obvious what the student is able to do or how deeply her or his knowledge extends." (1976, pp. 238-239)

The following are examples of how a student related learning to the course outcomes:

MAN 225 - Human Relations in Supervision

Objective: Differentiate between the various modes of motivational behavior with emphasis on the theories of Maslow and Herzberg.

Experience: Attended Air Force Noncommissioned Officer Academy at Robins Air Force Base, Georgia. The course consisted of 253 hours of classroom instruction.

Learning From Experience: I learned in the NCO Academy that a person's behavior is a person's way of acting. Individuals behave according to their own nature and thoughts. Their behavior is simply a reaction to a situation. Their attitudes, values, environment, their way of life, their association with people and their job assignment affect their behavior. According to Abraham Maslow, man's behavior is directly related to satisfying his physiological and psychological needs.

A. Physiological needs are:
   1. Food
   2. Water
   3. Rest

B. Psychological needs are:
   1. Safety - to feel safe from danger and pain
   2. Belonging - to be a part of the group or organization
   3. Self-Esteem - to feel worthy and respected
   4. Self-Actualizing - to become all he or she can be potentially

MAN 226 - Supervisory Personnel Management

Objective: Formulate opinions concerning employment discrimination and less advantaged persons.

Experience: From July, 1976 until the present I have been a Project Supervisor in Manpower Standards Development. I am responsible for developing Air Force Engineered and Statistical Manpower Standards which covers 75,000 authorizations.

Learning From Experience: Also in conducting Air Force Studies in the Air Force the Equal Opportunity Program plays a big part. I have learned to show equal opportunity and treatment for all the Air Force members, regardless of color, race, age religion, national origin, or sex. I have learned to implement this policy based on the following principles:

A. A well-established principle of good personnel management is equal and just treatment of all personnel. Such treatment is essential to attain and maintain high morale, discipline, and effectiveness.

B. Discriminatory practices on or off base directed against Air Force personnel are harmful to military effectiveness.

SPE 211 - Effective Speaking

Objective: Explain the seven important elements of effective listening.

Experience: I attended the Air Force Technical Instructor Course at Sheppard Air Force Base, Texas, 1966. I was required to prepare 3 10-minute speeches.

Learning From Experience: I also learned how to be an effective listener by applying the following principles:

A. Being prepared to listen both mentally and physically.
B. Taking the responsibility for comprehending by comparing what is being said to similar experiences.
C. Listening to understand rather than to relate.
D. Controlling the emotions by watching out for trigger words and not letting annoying mannerisms detract from what is being presented.
E. Listening for main ideas rather than the minute details.
F. Being mentally agile by concentrating on what is being said.
G. Taking notes to remember the main ideas.

Column 3 - Documentation

An important component of each competency is references to the documentation you have acquired, to verify the description of your learning. These documents make up the final section of your portfolio, and should be referenced in the third column of each competency. (Details about documentation are in the following section of this Guide.)

DOCUMENTATION

Documentation of your learning from experience is an essential part of your portfolio. This documentation may be supplied in many forms, such as:

- third-party validation letters
- certificates
- commendations
- newspaper articles
- job descriptions
- course outlines or syllabi
- products
  - photographs
  - computer programs
  - artwork
  - speeches
  - publicatcns
  - journals and ledgers
  - designs, etc.
- examination reports
- bills of sale
- military records
- audiovisual presentations
  - audiotapes
  - slides
  - videotapes
  - recordings, etc.
- programs of performances
- mementos
- work samples
- exhibits
- writing samples
- awards
- honors
- licenses
  - pilot
  - broker
  - real estate
  - cosmetology
  - daycare, etc.

Of all the forms of documentation just listed, the form used most frequently by Sinclair Community College students is letters written by people who can verify the students' learning.* The key word is <u>verification</u> - not to be confused with <u>recommendation</u>! The following examples illustrate the difference between a useful verification letter, and an unacceptable letter of recommendation.

*Note: These letters are usually stronger forms of documentation when presented <u>in conjunction with</u> other forms of documentation (see Evidence Continuum, p. 74).

Example - Verification - acceptable as documentation

- - - - - - - - -

November 27, 1980

Sinclair Community College
444 West Third Street
Dayton, OH 45402

To whom it may concern:

This letter is to verify that _____ was employed by the XYZ Company, Tupelo, Mississippi from February 1968 through March 1975 and again employed from October 1975 through October 1976.

While employed at the Tupelo, Mississippi plant, _____ held the positions of Programmer Trainee, Programmer, Programmer Analyst, Project Leader, and Project Coordinator.

As a Programmer Trainee, ____'s duties were to maintain existing programs and to write Cobol programs of an elementary nature. After he progressed to Programmer, ____ worked mainly in the application programming area where he developed a skill of the Cobol language, that he could analyze, develop, code, and document major systems. ____ also learned the Assembler language well enough to maintain existing programs and code programs of a complicated nature.

As a Programmer Analyst, ____ was required to work directly with Department Heads and members of the user departments to design and develop new programming systems. This lead to ___'s appointment as Project Leader for several major application programming systems.

____ demonstrated his ability of leadership and skill to organize. He showed that he can plan and work with these plans to carry out the responsibilities to get the job done.

____ was given the responsibility as Project Coordinator for several major projects, two of which were quite major. These were a Division change requiring major changes to all our systems and programs, and our DOS to OS conversion. ____ again demonstrated his abilities and skill as both projects were completed within a minimum length of time and with minimum problems.

Prior to his promotion to Data Processing Supervisor of our Middletown plant, ____ was working with CICS/VS Application programming.

Finally, let me add my personal assessment. ____ has addressed all tasks and assignments with aggressiveness and kept the goals and objectives in the proper perspective. His skills have demonstrated he has the knowledge and ability to accomplish any task associated with a major Data Processing facility.

Regards,

J. P. McMillin
Data Processing Manager

JPM/sh

cc: _____, XYZ Company
Middletown

Example - Recommendation - not acceptable as documentation

- - - - - - - - -

April 12, 1980

Sinclair Community College
444 West Third Street
Dayton, OH 45402

To whom it may concern:

I am pleased to write a letter on behalf of Mrs. Mary Doone, a woman whom I have known for many years as a trusted and efficient employee.

Mary has always been active, alert, and eager to perform the required tasks of her job. Moreover, she has repeatedly taken on extra responsibilities and handled this extra pressure with ease.

To summarize, Mary has been an invaluable aid to this company. It is her kind of consistent, dedicated effort that makes our free enterprise system a success.

Sincerely,

C. W. Simpson, Manager
Data Processing Division

CWS/cr

As you acquire verification letters, keep in mind the following guidelines:

1) The person preparing the statement should have observed you directly.

2) One person may verify more than one of your experiences. The statement should, however, comment directly and clearly on each experience.

3) The letter should describe the learning experience and identify the college-level competencies acquired. The letter should also address the quality as well as the quantity of the competencies.

4) The person writing the letter of verification should identify his or her relationship to you (supervisor, peer, subordinate) as well as his or her qualifications for commenting on your experience.

5) The letter should be written on the official letterhead of the company, organization, or institution with which the author is associated.

6) The letter must be signed.

The writer who adheres to such an outline should produce an acceptable letter for your portfolio.

Since most people have never written the special kind of letter you want as your documentation, you must explain your needs very carefully. The letter and background information on the following pages are designed as a guide which you may wish to use as you contact the people knowledgeable about your learning.

Dear _____:

As a Sinclair Community College student majoring in _____, I am writing to request that you write a verifying letter for my experience with your organization. As you may know, Sinclair Community College has a stringent process for evaluating and then granting degree credit for prior learning gained through a variety of experiences. To receive credit, I am asked to describe my learning and provide verification that such learning has taken place. Evaluation is ultimately the task of faculty persons who are experts in my area(s) of competency.

The letter which I would like you to write is more than a traditional letter of recommendation. This letter should:

1) specify the period of time I worked under your supervision;
2) describe the particular duties that I was required to perform;
3) describe the learning involved in performing these tasks;
4) evaluate my general level of performance.

This letter is a difficult one to write and, accordingly, I am enclosing background information about my work under you and certain other information which may be helpful to you in writing it. Since the letter may be considered in my evaluation for academic credit, the contents will be carefully scrutinized.

If you have any questions about this letter or would like any further information, please call me at _____. I would greatly appreciate it if you would send this letter to me by _____. It should be directed to Sinclair Community College, To Whom It May Concern, although it should be mailed directly to me. I wish to express my thanks for your support and assistance in this matter.

Sincerely,

Mary Smith

(The following should accompany the letter, on a separate sheet.)

BACKGROUND INFORMATION

Employee Name: Mary Smith

Date of Employment: 1) April 1, 1965 through September 15, 1968
2) November 15, 1968 through December 24, 1968

Occupation: Assistant Cashier and Assistant Bookkeeper

Duties: Cashiering, operating an NCR bookkeeping cash register; recording sales and purchases in journals; tagging of inventory as to retail coding and price and methodical storage; light typing; filing credit applications from customers and processing credit applications through credit check points.

Learning Experience: I learned the basic accounting procedures for books of original entry via hand posting, retail inventory processing and mark-up. I learned the procedures for taking credit applications and calling for credit experience and line of credit available to the customer.

I learned to service customers within the store if regular salespersons were busy; I attempted to qualify customers as to merchandise and price range, and occasionally filed credit information in advance, leaving the customer completely prepared for a salesperson.

I became familiar with the general public and their varied tastes and personalities. I learned very quickly that a great deal of tact is required in doing business with people.

Overall, I learned a great deal about the retail jewelry business.

To acquire letters which document your learning from experience may take longer than you would expect. Sometimes several contacts are necessary before a letter is secured. For this reason, it is important to begin requesting this information early in the quarter; be sure to specify a return date. Then, if several weeks pass and an answer has not been received, there is still time to make additional inquiries by mail, by telephone, or in person.

Some employers prefer to send documentation directly to the College. If this is the case, please use the following address:

Office of Experience Based Education, Room 6323
Sinclair Community College
444 West Third Street
Dayton, OH 45402

c/o the Portfolio Facilitator who is working with you.

Third-party letters can verify many types of learning, but adult education courses, in-service instruction, correspondence courses, on-the-job training programs, or special institutes or conferences probably need a different form of documentation. You should substantiate your participation in these endeavors. This could take the form of transcripts, letters from the sponsoring organization certifying attendance, products of your participation (e.g., tests, term papers, certificates) or a letter from the instructor.

Verification of your participation in a course, and its duration, will be considered <u>minimal</u> documentation. Your documentation will be strengthened if you can provide an outline of content, bibliography, and an evaluation of your work.

Another excellent form of documentation is samples of your work. For example, on your job you may have prepared a complex budget, written a manual for your employees, or written a computer program. These samples of your work could be used as documentation.

In other cases, you could use products you have created while pursuing an avocation or special project, as documentation. For instance, writing samples, published works, audiovisual presentations, or samples of artwork or photography are verifications of learning.

Whatever forms of documentation you use, keep the following suggestions in mind as you acquire your documentation:

1) Many documents for each learning experience are not always necessary. Quality is more important than quantity, and over-documentation can actually complicate the review process. After you have assembled all your documentation, you should review it carefully, eliminating duplication or items that do not contribute specifically and directly to supporting your request for credit.

2) Documentation for every learning experience that contributed to a particular skill or competence may not be necessary. Sometimes it is difficult or even impossible to obtain documentation for each experience that contributed to your learning or skills in a particular area. Do not spend a lot of time or energy in trying to dig up ancient history. If the skill in question is one that you have continued to use and you can provide evidence of its existence currently, that should suffice.

3) If actual products such as canvases, pottery, or machines are to be used as documentation, these should be photographed or reduced to slides.

4) Products or replicas submitted in the portfolio should be labeled, signed, and dated by the student.

5) You should underline those parts of the documentation relevant to the claimed learning outcomes with a colored pen.

6) Any valuable documents such as licenses, certificates, letters, or commendations should be retained by the student, and copies used in the portfolio.

In conclusion, remember that the strength of your documentation will be a key element in the evaluation of your learning. At another college, the faculty evaluators of portfolios were asked to rank the various forms of documentation on a continuum, ranging from Soft (weak, unconvincing documentation) to Hard (strong, convincing documentation). The results are on the following pages. Remember, these are the responses of faculty evaluators at another college, not at Sinclair. However, a small sampling of Sinclair faculty evaluators indicated that they agree with the ranking to a large degree.

EVIDENCE CONTINUUM

TYPE OF ACTIVITY	DOCUMENTATION
Work Experience	**Soft** · Awards · Letters of commendation · Letters of corroboration from superiors, peers, clients without other documentation · Congratulations on high performance **Medium (if standing alone)** · Job descriptions · Promotion evaluations · Evidence of promotion · Explanation of ranking, rating, or classification system in company or organization · Licenses · Membership in professional or trade organizations **Hard** · Samples of work produced · Evidence of suggestions adopted · Explanation of tasks performed · License supported by performance standards for acquiring the license · Membership in and supported by requirements for membership in professional/trade organizations · Scores on licensing exams
Military Service	**Soft** · Military separation papers **Medium** · Service schools attended, courses completed · Military records **Hard** · Certificates of completion and grades attained in service schools · Work samples
Community Service Activities	**Soft** · Commendations · Awards · Newspaper and magazine clippings · Letters of corroboration from co-volunteers, clients served, supervisors **Medium** · Any of the soft documentation supported by verified written description of activities **Hard** · Evidence of training undertaken and completed necessary to achieve the goals and objectives of the service activities

Non-college Courses and Training	Soft · Certificate of completion · Syllabus · Diploma · Letter attesting student was enrolled in course Medium · Number of assignments · Amount of time spent on outside assignments · Number of didactic hours · Number of clinical or practicum hours · Course descriptions/outlines Hard · Learning outcomes or objectives of course · Evaluation instruments used in the course and grade achieved
Special Accomplishments	Soft · A list of books read · Exhibits · Speeches given · Conversations with experts Medium · Copyrights or patents obtained · Programs from performance activities · Proposals written Hard · Books published · Lectures given on specific topics with evaluations · Writing samples · Audiovisual presentations

Note regarding deception: periodic checks will be made of documentation. Any incidents of fraud, misrepresentation, or plagiarism will result in a denial of all credit. The College has the authority to withdraw previously awarded credit should it learn of deception.

ASSEMBLING THE PORTFOLIO

You will need to purchase a "Portfolio Kit" from the Sinclair Bookstore. Some kits have larger notebook binders, and others contain smaller ones. If the kit does not include enough tabs, paper, etc., additional portfolio material, exactly as in the kit, can be purchased at the Bookstore. Use only the approved kit and supplemental materials.

The various sections of the portfolio should be assembled in the following order:

1) the cover letter which states your name, major, credit request, and synopsis of experiences;

2) your life history paper which highlights the important transition stages of your life;

3) your goals paper describing your personal, career, and educational goals;

4) a year-by-year chronological record of your experiences since leaving high school, through the present time;

5) all the narratives (in three-column form) which provide concise statements of your experience and learning related to particular competencies; and

6) your documentation of the learning experiences described in the narratives, separated by the alphabetical dividers.

In addition to the complete portfolio, you will need a mini-portfolio for each competency you write (whether for internship or direct course credit). This is a relatively simple matter after you have assembled the full portfolio. The mini-portfolio consists of a cover sheet, stating your name and the course described in the mini-portfolio, and photocopies of your cover letter, your life history, your goals paper, the chronological record, the competency in the narrative related to the internship or direct credit course, and

related documentation. Documentation in mini-portfolios should have tabs just as used in the main portfolio. Mini-portfolio covers should be purchased in the Bookstore for each course you wish to have evaluated. In addition, you should indicate on a gummed label on the cover of your mini-portfolio your name and the course title and number for which you are being evaluated.

NOTE: A copy of the portfolio and all mini-portfolios must be retained by the College to substantiate credit awards. Once you provide the Experience Based Education Office with this copy, the original may be retrieved for your own records. After the eighth week of the following quarter, portfolios are put into storage, and are more difficult to retrieve.

March 7, 1980

TO: Portfolio Evaluation Committee

FROM: Arthur M. Krueger

RE: EBE 100 Credit Requests

MAJOR: Mechanical Engineering

FACULTY: Carolyn Mann

I respectfully submit my expectation for evaluation of this portfolio as follows:

Direct Course Credit Toward Degree

INT 111	Tool and Manufacturing Processes I	3 credits
INT 112	Tool and Manufacturing Processes II	3
INT 113	Tool and Manufacturing Processes III	3
INT 114	Tool and Manufacturing Processes IV	3

Add-On Credit

SPE 225	Dynamics of Group Discussion	3 credits
SPE 235	Principles of Interviewing	3

Internship Credit

MAN 270	Management Internship	9 credits
PUR 270	Purchasing Internship	3
		30 credits

Total Work/Volunteer Experience

Delco Products Division, G.M. Corp., Dayton, OH	46 yrs.
Instructor, National Defense Class WWII, Parker H. S.	2 yrs.
Instructor, Methods Improvement, Delco Products Div.	2 yrs.
Christ Lutheran Church, Dayton, OH	4 yrs.
Ohmer Park Methodist Church, Dayton, OH	41 yrs.

THE EVALUATION OF THE PORTFOLIO

When your portfolio is completed and assembled, it is ready to be "reviewed" and "evaluated." The review is performed by the EBE Quality Control Review Committee - a committee made up of people who teach and administer the portfolio development course. The Committee's role is to review your portfolio to make certain that it meets the Experience Based Education Department's minimum quality standards. This means that Committee members check your portfolio to make sure that you have covered the criteria established in this Guide.

After the review, the Committee makes recommendations to you about the readiness for evaluation of each of the competencies you have prepared. The Committee will suggest one of several alternatives. If the Committee says the competency is: Ready, the competency is ready to go on to a faculty evaluator; Needs Revision, the competency should be modified before it is sent to a faculty evaluator, but the Committee feels the revisions will be minor, and the portfolio can go to a faculty evaluator in the upcoming term - you should also arrange to see your portfolio faculty person for aid in making the needed revisions; Not Suitable, not likely to be favorably evaluated in present form. Do not plan to have it evaluated in the upcoming term; instead, contact your portfolio faculty person for help.

Note: It is strongly advised that you follow the recommendations of the EBE Portfolio Review Committee. If a student chooses not to follow these recommendations, a note advising the faculty evaluator of this will accompany the mini-portfolio.

However, approval by the Committee in no way indicates that credit is guaranteed for a particular course or internship. Committee approval only indicates that the competencies are ready to go on for an evaluation by an appropriate faculty person. Only teaching faculty have the authority to grant or deny credit for prior learning.

The "evaluation" of your portfolio involves the following steps:

1) You initiate the evaluation process by registering for "Evaluation of Experiential Learning" (EBE 065). The "Evaluation of Experiential Learning" is not a course in the traditional sense of the word. Instead, it is a mechanism for linking you up with one or several appropriate faculty who can evaluate the learning expressed in your portfolio.

   However, you should register for "Evaluation of Experiential Learning" (EBE 065) just as you would register for a course. One key difference is that you register for one credit hour of EBE 065 for each course or internship that you want to have evaluated.

   Thus, if you would like to have evaluations for Effective Speaking, Introduction to Business, Principles of Management, and Management Internship, you would be seeking four evaluations and would register for four credit hours. Or, as another example, if you were seeking credit for Business Communications, Marketing Internship, and Accounting Internship, you would want to register for EBE 065 for 3 credit hours; similarly, if you wanted to be evaluated only for Management Internship, you would register for EBE 065 for 1 credit hour.

Since this is an unusual way of registering, you may want to ask your portfolio faculty person to answer your specific questions about your own situation.

2) Once you have registered for EBE 065, the Experience Based Education staff sends your mini-portfolios to faculty evaluators who teach the courses for which you are requesting credit. (Note: there may be a delay if there is no appropriate evaluator available for the course you requested; you should be notified by your portfolio faculty of any special circumstances.) These faculty evaluators then begin reading your mini-portfolios. You will receive a form from the EBE Department that will tell you exactly who has received your mini-portfolios.

3) The faculty evaluators will contact you by mail for by phone to arrange a meeting with you on campus. If you do not hear from the faculty person within two weeks after he/she receives your mini-portfolios, please take the initiative and telephone him/her - if necessary, you can get the number from the EBE Office.

4) During your personal meeting with the faculty evaluator, you may be asked to verbally answer questions about your learning; or, the faculty person may even ask you to take a written exam (usually you would have advance warning if a written exam is necessary). Or, the faculty evaluator may ask for a demonstration of your skills (especially in areas such as speech, dance, music, computer programming, etc.).

5) Either during or immediately after your personal meeting with the faculty evaluator, you will know the results of your evaluation. The possibilities are:

Possibility 1) - you are awarded credit at one of the following levels:

/ / A - Excellent: you have an excellent understanding of the information/skill area; you know, value, and can apply your knowledge at an excellent level of competence

/ / B - Good: you have a good understanding of this information/skill area, and can apply it at a good level of competence

/ / C - Average: you have an average understanding of this information/skill area, and can apply it at an average level of competence

/ / Y - Proficiency: you demonstrated a basic competence or proficiency in the information/skill area, counts toward graduation requirements, but does not figure in Grade Point Average - may not be transferable to some schools

A letter from the Vice President for Instruction will inform you of these results, and the courses and credits usually appear on your transcript by the end of the following quarter.

Possibility 2) - the faculty evaluator may feel that you have some valuable learning related to his/her course, but have some important gaps in your learning. At the faculty evaluator's discretion, he/she can agree to work with you on a one-to-one basis to help you fill in those gaps in your learning. There is a special mechanism for arranging such special work, and you and the faculty person should contact the EBE Office for details.

Possibility 3) - you are denied credit.

Please remember that the faculty evaluator has a responsibility to his/her discipline and to other students who have learned the course material through class attendance. You may receive credit only if there is documented proof that the required learning has taken place. If the learning falls short in any way, the faculty evaluator may deny credit, or require some additional academic work to fulfill the course requirements.

However, if you still feel that you did not receive a fair evaluation, there are specific procedures you can follow to file a grievance. Those procedures are outlined on the following pages.

GUIDELINES ON FILING A GRIEVANCE RELATED TO AN EVALUATION OF A PORTFOLIO FOR DIRECT COURSE CREDIT

1) The grievance (in a letter form) should be directed to the Dean of the Division to which the Faculty Evaluator is assigned.

2) A copy of the grievance should be sent to the Director of Experience Based Education.

3) The grievance must be filed within two weeks of learning of the evaluation judgment.

4) The only basis for a grievance is when a student feels that the description and documentation of learning for a specific learning outcome(s) (as identified in the syllabus) was not adequately considered by the Faculty Evaluator. Grievances will not be considered (and therefore will be immediately denied) unless there is an honest difference of opinion, between the student and the Faculty Evaluator, about the presence of one or more selected learning outcomes for the course or courses in question.

5) Letters of grievance to the appropriate Dean must refer specifically to those learning outcomes in the syllabus (the learning outcomes should be attached to the letter) which the Faculty Evaluator judged were not demonstrated and the student wishes to take exception to. Secondly, the student should refer to the specific pages in his/her narrative (i.e., three-column form) which address learning related to that learning outcome(s), and a copy of these portions of the portfolio should also accompany the letter of grievance.

6) If the Division Dean feels the grievance may have legitimacy (i.e., that there is a sincere difference of opinion between the student and the Faculty Evaluator over learning outcomes), the Dean will initiate a review of the matter involving deliberation with the Faculty Evaluator involved and the Department Chairperson; the Dean will communicate his/her action on the grievance in a letter to the student within two weeks of the review.

7) Approval of the grievance will result in the assignment of the faculty member to re-evaluate the portfolio according to the findings of the Dean.

GUIDELINES ON FILING A GRIEVANCE RELATED TO AN EVALUATION OF A PORTFOLIO FOR INTERNSHIP CREDIT

1) The grievance (in a letter form) should be directed to the Dean of the Division to which the Faculty Evaluator is assigned.

2) A copy of the grievance should be sent to the Director of Experience Based Education.

3) The grievance must be filed within two weeks of learning of the evaluation judgment.

4) The only basis for a grievance is when a student feels that the description and documentation of learning was not adequately considered by the Faculty Evaluator. Grievances will not be considered (and therefore will be immediately denied) unless there is an honest difference of opinion, between the student and the Faculty Evaluator, about the presence of the learning in question.

5) Letters of grievance to the appropriate Dean must refer specifically to the work-related learning which the Faculty Evaluator judged was not demonstrated and the student wishes to take exception to. Secondly, the student should refer to the specific pages in his/her narrative (i.e., three-column form) which address the work-related learning, and a copy of these portions of the portfolio should also accompnay the letter of grievance.

6) If the Division Dean feels the grievance may have legitimacy (i.e., that there is a sincere difference of opinion between the student and the Faculty Evaluator over learning), the Dean will initiate a review of the matter involving deliberation with the Faculty Evaluator involved and the Department Chairperson; the Dean will communicate his/her action on the grievance in a letter to the student within two weeks of the review.

7) Approval of the grievance will result in the assignment of the faculty member to re-evaluate the portfolio according to the findings of the Dean.

SUMMARY OF PROCESS

I. Enroll in EBE 100 - Portfolio Development I

Develop portfolio of Prior Learning, with assistance of faculty member, including Cover Letter, Life History, Goals Paper, Chronological Record, Narrative, and Documentation; turn in completed portfolio, 10th week of quarter.

A. If more time is needed, register for EBE 200 for additional faculty assistance the following quarter.

B. If little or no additional assistance is needed, you need not register for EBE 200.

II. EBE Committee will review portfolio and give recommendations on submitting for direct course or internship credit, and/or making revisions to improve your portfolio.

III. Register for EBE 065, for number of credits equal to number of courses to be evaluated (use recommendations of EBE Committee).

IV. Complete paperwork in EBE Office (Room 6323), to accompany each mini-portfolio (after making recommended revisions).

V. Faculty member will contact you for interview (as necessary) and/or any additional work needed for course evaluation (mini-contract, if needed).

VI. Faculty will return results to EBE Office (4 weeks recommended, unless extension required).

VII. EBE Office submits results to Vice President for Instruction, who issues letter of credit award:

A. Letter sent to student.

B. Copy sent to EBE Office.

C. Copy sent to Registrar's Office.

VIII. Registrar will add credits to student's permanent record (check with Registrar's Office, 226-2736, on date grades will appear).

IX. Check with Portfolio Faculty Person if there are any problems, questions, or special circumstances.

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